

PATHWAYS

VOL. VIII

APRIL 1986

No. 2

GIRLS—THE NEGLECTED HUMAN RESOURCE

—Vibha Parthasarathi,
Principal

Sardar Patel Vidyalaya New Delhi

As we reach the end of the 1985-86 academic year, we cannot but note that that was the year when, it seems, the nation woke up to the fact that—prepared or unprepared, willingly or unwillingly—it was moving towards the twenty-first century. The cliché "Time and tide for no man wait" will become a painful reality if we, the teachers, do not realise that the little child admitted to the KG just last week will be an adolescent at the turn of the century; a youth and an enfranchised citizen in the twenty-first century.

And yet ask any adolescent or even a teacher colleague to play this little game with you. "Close your eyes for 5 seconds, picture a youth....one, two, three, four, five. Now open your eyes and describe the picture."

"Again close your eyes for 5 seconds; this time picture an enfranchised citizen." What was the image conjured?

In a majority of cases, it would have been that of a male adolescent and an enfranchised man. In hardly any case would it have been a

girl and a woman. In a few instances, exceptional instances, it may have been a mixed group of boys and girls as youth, and men and women as grown-ups.

That is the reality of our upbringing. That is the way, we have been socialized. That is the way, for centuries, girls and boys have been looked at; the former on a periphery, behind the *purdah*, at times only a shadow. The latter a PERSON, a figure to be reckoned with, an image that counts, the roles assigned to it to be recognized

And yet, since the time of creation the two were created, simultaneously, as equals; two halves that make a whole; two legs on which humanity moved. And yet we, at the threshold of the twenty-first century, think we can limp our way into it and win the race!

The new Prime Minister has reformulated the Ministry of Education, as the Ministry of Human Resource Development. Is this going to focus on humans or only MAN? Are we as teachers going to fall in the age-old trap and

forget that unless the energies and imagination of both females and males are harnessed we cannot maximise our resources.

Admission of one's mistakes is the first step towards their rectification. An honest search of our own assumptions, scrutiny of behaviour patterns, and analysis of speech and imagery will reveal the extent to which our attitudes have discriminated against girls and at the same time promoted boys.

The Constitution guarantees equality to all... equality of opportunity for optimum growth and development are thus a fundamental right for both girls and boys. What do we teachers do to ensure that girls enjoy this right, in actual practice? How do we socialize and train girls so that they may use the opportunities that may be given? The opportunity may be a physical facility; but the ability to use it is a psycho-sociological condition, even an socio-economic condition.

In vast stretches of our rural areas, elementary schools exist—physically—but girls have no access to them in economic, sociological and psychological terms. For in thousands of villages, unless the girls fetch water what would the family drink? Unless they collect cow-dung and wood, how will they get fuel to cook their meagre meals? It is their lot to tend their precious cattle or collect fodder; to look after the siblings or collect wild fruit from the trees. In such a pre-industrial society and non-urban set-up does the provision of a school building mean anything?

However, since the readership of PATHWAYS would be largely urban, let us concentrate on the ways in which we promote the stereotype of a girl child, as being weak, constantly needing protection, docile and submissive, passive, petulant, timid, gossip-loving, concerned with frills and fashions to the exclusion of things creative, courageous, adventurous, calling for resourcefulness, energy and effervescence.

Listed below are a number of situations. All of them are from actual experience—only names have been changed. Think about them. What stereotyped images of girls/women do they portray? What values do they project? Have you ever come across such situations? What would YOU do when faced with such situations?

Remember :

- * Everyone of us is what we have been socialized to be.
- * Studies have shown that attitudes can be influenced by planned programmes and careful engineering by agents of change.

1. Nalini (class XII), Malini (class X), Shalini (class VII) have a brother Shanker in class II. Nalini carries his school-bag for him and takes him right upto his class every day. At lunch time it is Malini's duty to go to Shanker and ensure that he eats his lunch. At the end of the school day, Shalini goes to his class; he waits till she comes, even as all his classmates leave at the sound of the bell. She carries his bag as all four walk home, which is almost across the road from school.

2. A class is taken to the Rural Complex at Pragati Maidan to see the Crafts Exhibition. There is a large and very exquisite Madhubani painting by the national "mastercraftsman" Ganga Devi depicting the life cycle of a girl. Right in the centre of the painting are figures signifying the birth of children.....a son and a daughter. Across the body of the boy are written letters of the Hindi alphabet : across the torso of the girl is painted a cooking vessel. The alphabets and the vessel symbolise the mother's dream for her children.

3. Quite a few male principals believe that they must hire only male teachers to teach senior children in their co-educational school because only men can control and discipline boys; and because boys will listen to them; also boys respect only male teachers.

4. Suppose you are a woman teacher in a boys' school. Parents who write letters to you about your children inadvertently but often address you as "Sir".

5. Whenever Sujata (class X) has to stay late in school for extra class (she is never allowed to stay on for games), her brother Ramesh (class IV) also stays on so that he can escort her home by bus. She feels safe when her brother is with her.

6. Mr. & Mrs. Ali have two children, Amjad (8) and Abida (12). Amjad is going to Kashmir with the school tour for 10 days. It will cost the Alis Rs. 650.00. Abida cannot go because they cannot afford to pay so much for two children. As an elder sister she has agreed to this.

7. Rama had to drop out of the annual gymnastics display (in which she was the district champion) because her grandparents had come to stay with her family and they would be shocked if they found out that Rama has to wear shorts for gymnastics.

8. Class X has a leadership training camp in the school premises over a week-end. Martha is not allowed to stay overnight for the camp because her class boys are also going to be attending the camp.

9. A teacher, 24 years old, unmarried, living in a joint family wants to take her class to Jaipur for 4 days. However, her parents do not allow to do so.

10. Mr. & Mrs. Singh have two children, Paramjeet Kaur (16) and Parminder (14). Ever since the success of their printing press, Parminder spends upto Rs. 10.00 a day in the canteen. He is generous and "treats" his friends daily. Paramjeet doesn't ever have so much money on her. Her parents have told her, if ever she needs it, she can go to her brother, who being a boy, keeps it safely in his pocket.

11. Radha was planning to stitch a fancy nightie for herself in her sewing class this semester. But she is now working on a simple "Chooridar" because her brother was just given an English willow bat. Maybe, she will stitch the nightie next year. She is so happy that he enjoys his cricket. He looks so smart with his new bat. She didn't really need the nightie anyway.

12. Fatima is not allowed to participate in the folk dance being prepared for the Annual Day, although her brother Tariq sings ghazals over the AIR.

13. The new teacher has made a new rule. Everyday one child has to sweep the class room after the lunch break. Every time it is Tarun's turn he remains absent. The following day he comes with a note from his parents saying that he was ill.

[PATHWAYS would welcome responses from readers. Send them to us before the end of July 1986—Editor.]

Many readers may have been thrilled by THE LIVING PLANET—David Attenborough's TV series—which we have seen on television. The INTERNATIONAL BOOK HOUSE (Private Limited) have a Reader's Digest Augmented and Enlarged Special Edition on sale. It has additional text by David Attenborough and many superb additional illustrations. Expensive at Rs. 300/-, it will however, be a worthwhile addition to the School Library. Write to IBH at Indian Mercantile Mansions (Extension), Madame Cama Road Bombay-400 039.

Simple Games for Children

1. I Took A Trip

The players sit around together and the first begins by saying that he took a trip to a place beginning with "A". The next player repeats his sentence and adds that he took something beginning with "B". The third adds something that begins with "C" and so on through the alphabet. However, each player must repeat everything that has been said by everyone also. Anyone who forgets a word is out !

For example :

I took a trip to Alaska.

I took a trip to Alaska with a bumblebee.

I took a trip to Alaska with a bumblebee and a cabbage.

2. Pass the Button

One player is chosen to be it. All the players except one who is it sit in a circle. It sits in the middle of the circle. The players in the circle have a button which they keep passing from hand to hand. They keep their hands in constant motion so that it looks as if they are all passing the button at the same time. The player in the centre tries to guess who has the button. When he guesses correctly that person changes places with him, and the game goes on.

3. Out of Place

At least a dozen objects are placed before-hand in unfamiliar positions, all being in 'full' view. The learners are given a minute or two to look about them, and then are asked to say what they have noticed. Points may be scored for correct observation. During the game the teacher must direct the responses so as to practise prepositions, tenses, passive etc.

4. About Turn

Six learners face the class, who in turn give commands to them as quickly as possible. All

six obey at the same time. If one makes a mistake, he or she drops out and is replaced by somebody from the class.

Examples : Touch your nose; turn round three times. Draw a circle on the board. Fold your arms. Smile a little. Smile a lot, etc.

5. Build a word :

Every learner has a number of cards, each bearing a letter clearly visible anywhere in the room. Each team can have cards of a different colour. The letters which occur most often in printed English are e, a, t, o, n, i, s, h, d, l and each learner should have plenty of these. A word is called out or written on the board. The team that is able to make the word first with their letter cards scores a point.

(The letter distribution used for a similar game—SCRABBLE—in which a maximum of seven letters may form a word is given below as a sample.)

A—9	B—2	C—3	D—4
E—12	F—2	G—3	H—2
I—9	J—1	K—1	L—4
M—2	N—6	O—8	P—2
Q—1	R—6	S—4	T—6
U—4	V—2	W—2	X—1
Y—2	Z—1		

6. Stepping Stones :

Play this game between two teams. A river is drawn on the board and the task is to cross it by the stepping stones. For each set of stones a word has to be spelt. If it is spelt correctly it is printed on the stones; if incorrectly, it is not written and the team makes no progress.

7. Treasure Hunt :

In order to find the 'treasure', the players must be able to read the clues, and these are

(Contd. on page 14)

PROBLEM SOLVING

—Part 2 (Life Sciences)

In continuation of the article which appeared in the February 1986 issue of PATHWAYS, here are some problems in biology.

Starting in the primary classes, where children learn about plants, their different parts and the function of each part, try this question.

PLANTS :

Q. 1. : Name :

- i. six vegetables which are fruits
- ii. three vegetables that are leaves
- iii. two roots that are eaten
- iv. two flowers that are eaten.

You might be surprised to find that to most students a "vegetable" is different from a "fruit" !

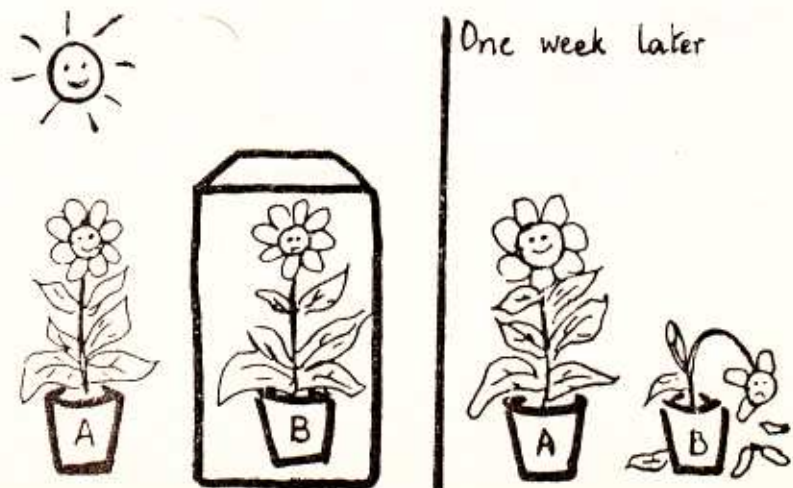
While on the idea of vegetables and fruits, a given list like this one, may be sorted in many ways.

Q. 2. Look at this list of fruits :

Peas, guava, brinjal, mango, tomato, chilly, pumpkin, orange, lime, sweet peas, apple, banana, gulmohar, sunflower.

- Name
- i. the fruits which grow on trees.
 - ii. the fruits which are edible.
 - iii. the fruits that are inedible.
 - iv. the fruits that have one seed.
 - v. the fruits that have many seeds.
 - vi. the fruits that are pods.

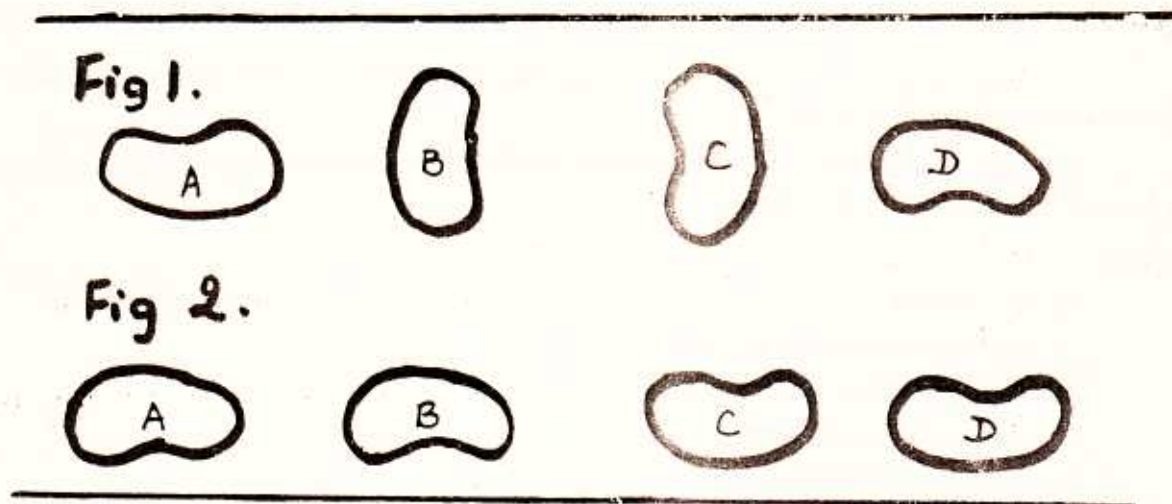
Q. 3. Look at the picture.
Can you explain what happened to Plant B ?



Children in the middle school, learn about the movement of roots towards water and shoots towards light. These questions would make them apply their knowledge.

Q. 4. Figure 1 shows you the position of four bean seeds, placed for germination. Draw how their roots and shoots will grow.

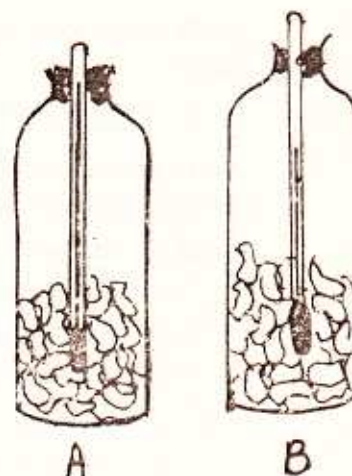
After germination, the seeds are turned around as shown in figure 2. Draw what will happen to the roots and shoots.



Here is another question on germination of seeds.

Q. 5. Look at the figure which shows you an experiment. Thermos flask A contains soaked seeds. Flask B contains boiled seeds.

- What can you say about the temperatures recorded by the two thermometers?
- What do you think causes the rise in temperature?
- Where does the heat energy come from?
- What sort of energy was converted into heat energy.



ANIMALS :

Children learn fairly soon about how animals are adapted for life in their own environment. Questions on this topic may be posed in a variety of ways.

You could give primary children clues of this nature and ask them to identify the (common) animals described.

Q. 6. Who am I ?

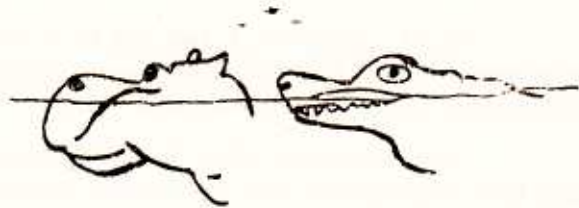
i. I use my front paws to hold my food. They also help me dig holes in the ground where I can store food. I enjoy eating nuts which I gnaw with my sharp incisors. I am.....

ii. I have a long, coiled tube, in my mouth. It helps me suck nectar from flowers. I am

iii. I am a hunter. My yellow and black stripes help me to hide among thick bushes, as I lie in wait for my prey. I am.....

Older children could face questions based on pictures. You may like to collect these from various calendars and books and mount them on chart paper for repeated use. Here is one possibility.

Q. 7. Here are two animals which live in water. Do they have lungs or gills ?



Use pictures of birds and a collection of food items—for a quiz to match the birds with their food. Children will be required to apply facts they have learnt about the beaks of birds. Likewise, drawings/pictures of birds (not mentioned in the student's textbook) could be used to ask questions about the types of habitat they might live in. This links up with facts learnt about the feet of different birds.

Food chains may be the subject of much thinking. On your bulletin board, you could put up pictures of different habitats, or if you can make one out of a collection of drawings/pictures, so much the better. In each habitat, put in pictures/line drawings (or cards with names written on them) of a large variety of animals which might live there. The larger the variety the better—so that the children are free to make up their own food chains. Do not forget insects and animals of the air. Among the plants check whether grasses and small shrubs can grow in the habitat you have selected.

ECOLOGY/CONSERVATION

People care about things that concern them directly, things that they can see, feel and experience; things that affect their own lives. Problems like the ones listed below, can give children much to think about. Adapt them to suit your local conditions, if possible.

The responses of the children may be sought in different forms. Try a classroom discussion a debate (which means the teams have to take sides on an issue), a role play (children take on the parts of the different living/non-living things involved), a quiz, apart from the conventional written answers.

Q. 8. You live in a hot, humid place where houseflies are a nuisance. A scientist has discovered a parasite that kills houseflies. He wants to raise a large number of them and let them go in your area. But first, what important things must he find out ? Why ?

Q. 9. Suppose that you live near a large river. One group of people wants to build a dam across the river. In the lake that is formed, the people of your town will have a place for swimming and bathing. The dam will also give water for crops,

Another group of people do not want the dam. They say that the water which floods the valley behind the dam will kill many plants and animals of your area. They feel it will upset the natural environment.

Think about the good points and the bad points of building the dam. Think about some points that are not given here. Then decide, giving reasons, which group you agree with.

Readers, please note that such a problem is intended to make students reflect on their own attitudes, to explore a situation where people may have conflicting opinions and to try and understand another person's point of view. There are no clear-cut 'right' or 'wrong' answers. However, students must be able to support their own opinions.

Q. 10. The people of your town decide to fill up a huge swampy area with trash. In time, the area changes completely. Try to say:

- i. What kind of trash could be dumped there safely?
- ii. What kind of helpful changes might take place?
- iii. Which changes are not likely to help the people?
- iv. Which changes can be reversed? Which ones cannot be reversed?

Q. 11. Suppose a tiny bit of a poisonous chemical got into many small water plants. These were eaten by a small water animal. Would the poison get into the animal? Would the poison be a small amount? Or a large amount? Why?

Now suppose many small animals ate a lot of these plants. If these small animals were eaten by a larger animal, how much poison would get into the bigger animal? How might this poison get into a person? Would this poison be a small amount or a large amount? Why?

This area of study lends itself easily to field studies. Students might be encouraged to look at problems like these.

Q. 12. Conduct a survey amongst 15 to 20 people in your community about questions like:

- i. What happens to the trash in your community? Of all the things thrown away, which takes the longest to break down? How much longer do you think this method of disposal can be used?
- ii. How much water do you think you use in a day? Where does it come from? Where does it go when you get rid of it?
- iii. What kind of poisons do you use at home to get rid of insects? Should there be a limit on the amount of poisons that people use on insects? Why? Can they use poisons freely at all places?

Answers may be tabulated and shared with the class, to draw conclusions.

Finally, here is a practical exercise.

Q. 13. Find out the mass of a whole raw potato. Peel it and then find out the loss in weight. Figure out (or actually record) how many potatoes you eat in a week. How much food might be wasted in uneaten peels in a month? The peel contains many nutrients. What can be done to prevent their going waste?

LEARNING ABOUT POLLUTION

The class 8 syllabus in biology includes chapters on population, population and conservation. In an attempt to make these more meaningful to my students, I suggested that they use their imagination and produce individual booklets/scrap-books on the theme of pollution. The result was a variety of interesting ideas, cleverly presented. I would like to share some of them with readers of PATHWAYS.

Ria Patil's booklet titled "Population and Pollution" had on its cover three pictures—

- * caricatures of people in a crowd
- * a photograph of *kisans* at a public meeting
- * a long line of placard-carrying processionists.

She said in her introduction: "Pollution is directly proportional to population. With the increase of population, we find the extent of pollution also increasing.If people look after their surroundings, use things and visit places properly, we can have a clean and healthy country and an even cleaner and healthier world."

Subsequent pages titled Air Pollution, Water Pollution, Noise Pollution etc. carried carefully selected pictures juxtaposed with her comments. A clipping from an advertisement showing a chemical factory said—"another step towards economic development." She added, "Yet a greater step towards more pollution."

Pictures of factories, refineries, cigarettes emitting black smoke (drawn in with a felt pen) were compiled into a collage. Multicoloured pictures on one page showed people bathing and offering prayers in a river. Alongside was the picture of a man raising a handful of river water to his mouth. Ria asked, "Should he really be drinking this water?"

The pictures on noise pollution exemplified the sentence she wrote on that page—"During election campaigns or even traffic jams, a lot of noise is made."

Two of Viraj Kamath's pictures are reproduced here.



Among other ideas he depicted in pictures were a little boy grown deaf because of increasing noise pollution and the oleum gas leak which took place in Delhi some months ago.

Pankaj Kulkarni had made a collection of public interest advertisements on poor sanitation, air pollution and noise pollution.

Hemant Bhatt also tried his hand at drawing. His world of the future contained amongst other things.

- * a carnivorous plant eating up 'Man' as it had no soil to live on,
- * a pig eating garbage, which exclaims "Eeek ! What a taste !"
- * a politician promising to reduce pollution while yelling through a microphone at an audience which covered their ears with their hands.

Here is one of Hemant's drawings.



Saurabh Shresth viewed planet Earth through the eyes of an extra-terrestrial visitor in a flying saucer. On facing pages he depicted situations on earth and the visitors' comments.

A grandmother starts a story : Once upon a time, on a moonlit night, there.....

Grandchild : Granny what's the moon ?

A farmer says : Isn't it strange ? I have got DDT granules instead of wheat ?

Among the visitor's comments were these :

- * "Who says these beings breathe oxygen ? They breathe all these posionous gases."
- * It seems that three—fourths of this planet is not made up of water as we thought, but of some other unidentified black liquid !"
- * "Our sensors can only detect static from this planet "
- * The minerals of this planet are DDT, BHC, Eldrin and other insecticides."

And as the flying saucer moves away from Earth—"It seems that planet was infected by the plague called pollution."

Pragya's booklet visualised in large drawings situations of this kind : A child out for a drive with her father—

Child : Papa, I can smell a scent. What is the make of this perfume ?

Father : My love, this is the scent of **fresh air**.

Paramita struck a more personal note. She drew a sad-faced girl surrounded by noise of all kinds—from motor-cars, radios, television sets, drums, microphones and loud speakers, musical instruments and vocalists and titled it "Studying for EXAMS !"

Sahasini Swamy choose her pictures carefully, arranged them in sequence and added captions : An ugly skyscraper (the dreaded concrete jungle spreads.....), a collage of animals (animals—a vanishing sight. Why ?), fields of green grass (will this eventually become.....) and sand dunes in a desert (THIS ?).

Aeshna Sharma obviously looked for facts and figures and came up with a table giving details of the wastes and nature of pollutants discharged into major rivers. Like many others she felt that by 2000 A.D. it would be difficult to obtain fresh air and pictured this with two persons wearing gas masks saying, "Oh no ! The price of oxygen has gone up again."

Election campaigns, traffic, high noise levels due to radios and loudspeakers were common themes amongst many students. Arun George in his sketch pointed out the noise pollution and the air pollution caused by crackers exploded at Diwali.

Manisha Bhatnagar made clever use of cartoon pictures snipped out of the newspapers. I end this article with this picture reproduced from the last pages of her booklet.



—Gurmeet Juneja,
Sardar Patel Vidyalaya,
New Delhi.

A STUDY OF THE RIVER JAMUNA

—A Project Outline for Class VII/VIII

A List of Possible Activities

1. Tracing the course of the Jamuna in the atlas—Mapping—learning names of important towns/states through which it passes.
Learning Outcomes
 - (i) Map reading
 - (ii) Drawing free-hand maps
 - (iii) Learning names/location of states and towns.
2. Preparing a painted, flat clay model of the above.
Learning Outcomes
 - (i) Modelling skills
 - (ii) Group work, cooperation
3. a) A study of the river near Delhi
Ask : where will they get a map ?
(write letter or visit and purchase)
Learning Outcomes
 - (i) Letter-writing skills
 - (ii) map-reading
 - (iii) self-confidence
b) Preparing a painted 3D clay model of the river near Delhi—showing localities along river front and landmarks.
Learning Outcomes
 - (i) modelling skills—
 - (ii) group work
c) Location of bridges across the river—
their history—colonies nearby.
Learning Outcomes
Visit to archives and collection of data
4. a) Occupations of people living near river bank in Delhi—Dhobis/farming/traders. Buddhist monks (Ladakh Buddha Vihar)
Learning Outcomes
 - (i) Questioning skills
 - (ii) Recording
b) Explore possibility of visit to any small settlement—interviews with people to learn about their life-styles and problems.
Use cassette recorder and tape discussions.
Records of visits may also be written/pictorial.
5. a) The role of the river in farming—melons on river bed in summer—anything else—vegetables etc. ? transport and sale of this produce.
b) Jamuna river sand used as building material.
6. The role of the river in religions—festivals celebrated at river bank—Hindu, Buddhist.
Locate shrines/temples on/near river, cremation rites.
7. Flora and fauna near the river—observation trips—
8. Industries using the river.
9. Problems of pollution

10. Purifying the river water

—a visit to the Wazirabad Pumping Station

11. Interviewing officers of the Water Board

—rates for water (i.e. cost)

—average need of a human being

—average supply per citizen in Delhi

—how supply is augmented/distributed

—Sewage disposal

12. Research into stories/legends/myths connected with

a) the river itself

b) Some important towns on the river e.g. Agra, the Taj and the Fort.

13. The river as protection for a settlement

e.g. Jamuna flowed alongside Red Fort—when was the fort built

—what changes of course have occurred since ?

—the river gave the name to Daryaganj

—interview elderly residents

14. Floods in the Jamuna—seasonal—where is the danger mark to be seen—which areas are prone to flooding—what damage—construction and maintenance of bunds.

Items 4 to 14 may be divided among different groups of children. Results and information obtained may be shared at the end—through presentations, group discussions, an exhibition, scrap books and so on.

YOUR ATTENTION PLEASE

PATHWAYS is issued four times a year—in February, April, August and November. The annual subscription is Rs. 10/- only. Please send this by M.O. or Bank Draft to the Educational Planning Group, 4 Raj Niwas Marg Delhi-110054. Delhi cheques are accepted. **Out-station cheques must be made out for Rs. 15/- to cover the banking charges which are deducted.** This entitles you to all four issues for that calendar year. Please remember to send us your complete and correct postal address, including the PIN code. Back numbers can be obtained for Rs. 2.50 each—postage extra.

LEARNING FACTS AND LEARNING SKILLS

There is a major distinction to be made between the learning of facts and the learning of skills—though many teaching situations involve some combination of both. If you tell a person about something, you are giving out information, imparting factual knowledge with respect to that thing. Learning can be said to have taken place when the receiver of the information grasps the sense of what is said, remembers it for the future, and is able to reproduce it in some suitable form as and when required. So here comprehension and memory are the faculties that are concerned and that need to be cultivated.

The learning of skills is quite another thing. Here, the ability to perform specific actions consisting usually of complex and precisely co-ordinated movements is what has to be cultivated, and this needs developing to the point where the actions become habitual through much

rehearsal and repetition so that they get carried out automatically and unconsciously, in the exact form required.

Of course many skills, including those just mentioned, can be 'picked up' without a teacher; but the point is that the desired level of attainment would very likely not be reached without outside guidance, faulty habits may be acquired, much time could be wasted, efficiency suffers.

So, the guidance of a teacher may take the form of putting into operation certain techniques and procedures, or may consist of imparting relevant information. It is always up to the teacher to judge what form the guidance should take and at what point in time it is best given

From : The Teaching of Pronunciation
by Peter MacCarthy
Published by : Cambridge University Press

(Contd. from page 7)

hidden about the room or in various places out of doors.

There is a different set of numbered clues (different colour) for every group. Each group is given an initial clue, and these clues should lead on one to another until finally the treasure is reached. All the clues must lead, by different routes, to the same 'treasure'. The clues should be written down by everybody as they are found.

8. Sing-a-Song

All the lines of several familiar songs are put on slips of paper, one line on each slip, and these are distributed to the players, one each. The idea is to find those who have the other lines of the song, and then sing it together, before other groups sing one of the other songs.

SAY IT IN FRENCH

- | | |
|--------------------|-----------------|
| 1. esprit de corps | 11. gourmet |
| 2. ide'e fixee | 12. raconteur |
| 3. rapport | 13. connoisseur |
| 4. potpourri | 14. prote'ge' |
| 5. joie de vivre | 15. fiance' |
| 6. cul-de-sac | 16. charlatan |
| 7. milieu | 17. chauffeur |
| 8. ennui | 18. saboteur |
| 9. bon voyage | 19. poseur |
| 10. rendezvous | 20. chic |



SAY IT IN FRENCH

Do you speak French? You haven't learnt this European language perhaps, but many French words and phrases have been adopted into English and are now commonly used. Test yourself — how many French words do you know? Complete the sentences given below. The words in the brackets give you the meaning of the phrase you are required to put in. Answers on Page 14.

1. Our victories in hockey are due less to individual ability than to the team's.....
(common spirit pervading the members of a group)
2. That horses are malicious animals was for Kiran an.....(a fixed idea)
3. A gifted speaker is able to establish.....with his audience. (relation of harmony, accord or affinity)
4. The band played a.....of old hits. (medley or mixture)
5. The clown maintained his....., despite the many hardships he faced in life. (zest, keen enjoyment of life)
6. This tiny lane doesn't lead anywhere; it is a.....(blind alley)
7. A child's life is shaped by his family and school.....(environment; setting)
8. The Luxurious holiday only left him with a feeling of.....(boredom; feeling of weariness)
9. ".....!" She shouted, as the ship sailed. (a good journey)
10. He had a.....with his old friends during the vacation. (a meeting by appointment)
11. The most discriminating.....would approve this food. (one who is competent to judge good food and drink)
12. Mark Twain was a great.....(storyteller)
13. Seetha is a.....of South Indian bronzes, having collected them for many years.
(a competent, critical judge of an art)
14. Greta's.....has done extremely well in the examinations. (one who is under the care/protection of another)
15. Anjum's.....is an officer in the Army. (man to whom one is engaged to be married)
16. That.....sold coloured water as medicine and deceived hundreds of people. (quack)
17. Mr. Ramnath's.....brought the car at 7.00 p.m. (driver)
18. The.....caused an explosion which damaged the power plant. (civilian or enemy agent)
19. Sham is a.....; he likes to pretend he is sophisticated. (one who assumes an attitude of behaviour to impress others)
20. Roopa spends a lot of money on her clothes, but does not look at all.....
(stylish; smart)

★ **Numbers Shapes and Colours**

This is an activity based book. It teaches counting, recognition and writing of numerals from 1 to 10 and introduces the concept of basic shapes as well as colours.

★ **Maths Practice Books 0 - 5**

These books consist of hundreds of carefully graded sums designed to give practice and confidence to the student. They are meant to supplement classroom teaching and can be used in a variety of ways - to replace homework and classroom copies, to prescribe holiday homework, or by parents to give extra practice to their wards.

★ **Numberworld 0 - 8**

This is a graded mathematics series of 9 books for the primary and middle school. Book 0, the introductory book, is recommended as a starter-text in the child's first year of mathematics. Book 1-5 take the child through five years of primary mathematics, and Books 6-8 through middle school.

The nine books represent an attempt to get away from the study of mathematics as a mere classroom 'subject' and discipline. A blend of traditional and modern mathematics, 'Numberworld' presents mathematics as an experience of numbers, patterns and relationships in everyday living. At the same time, the principles and terminology of the science are carefully and consistently taught.



Orient Longman Limited

Registered Office :

5-9-41/1, Basheer Bagh, Hyderabad - 500 029 (A.P.)

Regional Offices :

1/24 Asaf Ali Road, New Delhi - 110 002

Kamani Marg, Ballard Estate, Bombay - 400 038

17 Chittaranjan Avenue, Calcutta - 700 072

160 Anna Salai, Madras, 600 002

801, Mahatma Gandhi Road, Bangalore - 560 001

5-9-41/1 Basheer Bagh, Hyderabad - 500 029

S. P. Verma Road, Patna - 800 001